

**School District of Birchwood  
2020-2021  
Charter School Authorizer Annual Report**

## Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
  - Soliciting and evaluating charter school applications,
  - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
  - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
  - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
  - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts. **The expenditures in Section VI and Section VII should not match.**
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc. **The expenditures in Section VI and Section VII should not match.**

**For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>.**

**SECTION I: AUTHORIZER INFORMATION**

<b>Authorizing Entity:</b>	School District of Birchwood
<b>Authorizer Address:</b>	300 S Wilson St, Birchwood, WI 54817
<b>Authorizer Contact Person:</b>	Dr. Gayle Luebke
<b>Contact Person Title:</b>	District Administrator
<b>Contact Person Phone:</b>	(715) 354-3471
<b>Contact Person Email:</b>	gluebke@birchwood.k12.wi.us

**SECTION II: CHARTER SCHOOL INFORMATION**

<b>Charter Schools Currently Under Contract in 2021-2022:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx):</b>	<b>Grades Served:</b>
Birchwood Public Montessori	Birchwood Charter Schools Governance Board	7/1/2018-6/30/2023	4K-6
Birchwood Blue Hills Charter School	Birchwood Charter Schools Governance Board	7/1/2018-6/30/2023	7-12
Birchwood Virtual Academy	Birchwood Charter Schools Governance Board	7/1/2018-6/30/2023	K-12

<b>Charter Schools with Non-renewed or Revoked Contract during 2020-2021:</b>			
<b>School Name:</b>	<b>Charter School's Governing Board Legal Entity Name:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx)*:</b>	<b>Reason for Non-renewal or Revocation:</b>
N/A			

<b>Charter Schools that Closed During or at the Conclusion of 2020-2021:</b>			
<b>School Name:</b>	<b>Date of School Closure:</b>	<b>Contract Term Dates (7/1/20xx – 6/30/20xx):</b>	<b>Reason for Closure:</b>
N/A			

Charter Schools Currently Approved, But That Have Not Yet Begun to Operate:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx – 6/30/20xx):	Anticipated First Academic Year of Instruction (e.g. 22-23):
N/A			

**SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS**

See attached.

**SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS**

Operation and Administration Budgets and Finances for each Charter School are run through the Birchwood School District's books in accordance with the Department of Public Instruction WUFAR recordkeeping requirements, are subject to approval of the School Board, and are audited as part of the District's overall annual audit. An independent Governance Board also oversees finances of all three Charter Schools.

**SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)**

It is expected that the Birchwood School District will continue to support the financial needs of its authorized Charter Schools.

**SECTION VI: AUTHORIZER OPERATING COSTS**

It is difficult to measure all Charter School Services and Costs provided by the Birchwood School District due to the extremely small nature of the school district. Most services are therefore provided "district wide" without the need for additional personnel or services. As such there are no authorizer operating costs as all School Board Members & Administrators do not receive additional compensation of any kind.

*(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)*

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e) )*.

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. Only costs associated with the authorizer fulfilling its duties should be reported in this schedule.

**SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS**

It is difficult to measure all Charter School Services and Costs provided by the Birchwood School District due to the extremely small nature of the school district. Most services are therefore provided “district wide” without the need for additional personnel or services.

*(Complete and attach Schedule of Charter School Authorizer Services and Costs.)*

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. The expenditures in Section VI and Section VII should not match.

**School District of Birchwood**

**Section VI**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS**

**FISCAL YEAR ENDING 6/30/2021**

<b>OPERATING ACTIVITY</b>	<b>WUFAR OBJECT CODE</b>	<b>COST</b>
EMPLOYEE SALARIES	100	0
EMPLOYEE BENEFITS	200	0
PURCHASED SERVICES	300	0
NON-CAPITAL OBJECTS	400	0
CAPITAL OBJECTS	500	0
INSURANCE & JUDGEMENTS	700	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
<b>TOTAL</b>		<b>0.00</b>

**SCHOOL DISTRICT OF BIRCHWOOD**

**SECTION VII**

**SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS**

**FISCAL YEAR ENDING 6/30/2021**

<b>SERVICES PROVIDED</b>	<b>FUNCTION CODE</b>	<b>COST</b>
REGULAR CURRICULUM	120000	3,204
SPECIAL EDUCATION	150000	16,370
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	6,372
GENERAL ADMINISTRATION	230000	0
BUILDING ADMINISTRATION	240000	1,710
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	6,900
PUPIL TRANSPORTATION	256000	0
TECHNOLOGY	266000	0
UNDIFFERENTIATED CURRICULUM	110000	318,288
GENERAL ADMINISTRATION	221500	3,538
MAINTENANCE	254000	1,596
OTHER SERVICES	431000	171,985
<b>TOTAL</b>		<b>529,963</b>

**BIRCHWOOD PUBLIC MONTESSORI**

**FISCAL YEAR ENDING 6/30/2021**

<b>SERVICES PROVIDED</b>	<b>FUNCTION CODE</b>	<b>COST</b>
REGULAR CURRICULUM	120000	3,204
SPECIAL EDUCATION	150000	16,323
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	5,780
GENERAL ADMINISTRATION	230000	0
BUILDING ADMINISTRATION	240000	855
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	3,450
PUPIL TRANSPORTATION	256000	0
TECHNOLOGY	266000	0
UNDIFFERENTIATED CURRICULUM	110000	198,703
GENERAL ADMINISTRATION	221500	1,769
MAINTENANCE	254000	798
OTHER SERVICES	431000	5,864
<b>TOTAL</b>		<b>236,746</b>

**BIRCHWOOD BLUE HILLS CHARTER SCHOOL**

**FISCAL YEAR ENDING 6/30/2021**

<b>SERVICES PROVIDED</b>	<b>FUNCTION CODE</b>	<b>COST</b>
REGULAR CURRICULUM	120000	0
SPECIAL EDUCATION	150000	0
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	592
GENERAL ADMINISTRATION	230000	0
BUILDING ADMINISTRATION	240000	855
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	3,450
PUPIL TRANSPORTATION	256000	0
TECHNOLOGY	266000	0
UNDIFFERENTIATED CURRICULUM	110000	87,773
GENERAL ADMINISTRATION	221500	1,769
MAINTENANCE	254000	798
<b>TOTAL</b>		<b>95,237</b>

**BIRCHWOOD VIRTUAL ACADEMY**

**FISCAL YEAR ENDING 6/30/2021**

<b>SERVICES PROVIDED</b>	<b>FUNCTION CODE</b>	<b>COST</b>
REGULAR CURRICULUM	120000	0
SPECIAL EDUCATION	150000	47
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	0
GENERAL ADMINISTRATION	230000	0
BUILDING ADMINISTRATION	240000	0
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	0
PUPIL TRANSPORTATION	256000	0
TECHNOLOGY	266000	0
UNDIFFERENTIATED CURRICULUM	110000	31,812
PURCHASED INSTRUCTIONAL SERVICES	430000	166,122
<b>TOTAL</b>		<b>197,981</b>



## **2020-21 Governance Board Annual Report** **7-12 Birchwood Blue Hills Charter School**



Submitted by Jenny Landes, Advisor

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*It is always astonishing to look back at the school year that just ended and be amazed at all of the fun learning opportunities at the BBHCS! This was our 12th year as a school that provides a project based learning option for students in grades 7-12 - and we're proud of the BBHCS! Wow, it's hard to believe that it's been twelve years since Todd Brunlik and I were founding advisors and Jeff Stanley and Frank Helquist were founding administrators of this innovative charter school. From day one our mission has been to create a learning community of students ready to contribute to a global society. We believe that by giving students ownership of their education and providing unique experiences in and out of the classroom, we can accomplish that mission - even the Covid-19 global pandemic can't stop us!*

### **INDEPENDENT PROJECT BASED LEARNING CLASS**

Birchwood School high school students were able to take an Independent Project Based Learning 90 min. class at the BBHCS. 2 students took advantage of the opportunity to customize this course according to the subject(s) in which they would like to earn 0.5 credit - elective, social studies or science. They were able to plan, research, and create a product to show learning while developing skills in research, time management, accountability, creating a quality product, communication, and critical thinking.

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### **PUBLIC PRESENTATIONS OF BBHCS PROJECTS**

Our 1st PRESENTATION NIGHT was **December 10**, 5:30-6:30 p.m., [YouTube Live event](#).

Our 2nd PRESENTATION NIGHT was **April 23** from 1:00 - 2:00 p.m., [WRCCS Micro-Credential Defense](#) video of the presentation section, recording was not allowed for the question/answer section where adults from around the state and a review team asked clarifying questions

Our 3rd PRESENTATION AND SENIOR NIGHT was held **May 27** from 5:30-6:15 p.m., [YouTube Live event](#). Our 1 senior was recognized and gave a special presentation.

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*Student-led projects that connect to learning targets and require the student to create something to demonstrate their learning are central to our school. Within and beyond these individual projects, our students and staff focus on some key elements (the underlined headings below) and I would like to use them to showcase our 2019-20 school year.*

### **COMMUNICATION & COLLABORATION**

- **Advisory Circle** - 45 minutes daily for team building, academics, sharing and caring.
- **Presidential Primary Source Project Seminars** via Zoom. Attended 20 sessions, Jan.-Mar. 2021, which were led by experts from various presidential libraries, museums and national sites and focused on how presidential powers have influenced our country. Students were able to ask questions and interact in order to earn social studies credit.
- **Presentation Nights** (Dec., Apr. & May as described/linked above) - Public speaking and presentation skills as students showcase their projects.
- **ISN National Conference on Educational Innovation** was held via Zoom due to the Covid-19 pandemic. Advisor Jenny Landes attended many sessions and presented a session on "Apples for Teachers" along with Educational Foundation of Birchwood board member, Brad Waznik.

- **Students & Staff Worked Together on** refinishing 12 benches to use for outdoor learning, picking apples & baking apple pies, making banana bread & practicing our presentation skills for our WRCCS Micro-Credential for our academic model of project based learning.
- **Visits from Other Schools** - Administration and staff members from Solon Springs, Anthony Acres Charter School in Mondovi “visited” our school via Zoom to talk to staff and students about our charter school and how it operates.
- **End of year MS-HS Field trip to the Interstate Park near St. Croix Falls** with all district MS & HS students!
- **Student Kyle reached out verbally and in writing grants** to the Foundation, CPTO and Governance Board seeking donations to build a video editing PC for our school. He received a total of over \$3000 and built a computer in November that we were able to use this school year - and beyond.
- **Celebration of Learning** End of Year Canoe Trip at Sawmill Lake - teamwork in canoeing, fishing and multiple portages.

### INDIVIDUALIZATION & ACCOUNTABILITY

- **Groupthink Sessions** (Oct. and Feb.) - students showcase their learning for 30 minutes with their parents and advisor and tell about their progress in all subject areas as well as their upcoming plans. During the Covid-19 pandemic closure (Mar. 19 - the end of the school year) weekly progress reports showing credit completion were emailed to students & parents).
- **Independent Project Based Learning Class** - Birchwood School high school students were able to take a 90 min. class offered each quarter at the BBHCS. 2 students took advantage of the opportunity to customize this course in order to earn 0.5 credit while developing skills in research, time management, accountability, creating a quality product, communication, and critical thinking.
- **Core Values and 10 Habits** - Student-created values are revisited often to enrich our school community and we frequently discuss 10 Habits for success.
- **STAR 360 Math and Reading Assessments** - Fall, Winter, and Spring testing was conducted.
- **State Testing:** The 11th grader took the ACT in February. The WI Forward Exam (for grades 6,7,8) and the ACT Aspire (9th gr.) were given in the spring.
- **ASVAB:** Taken by 11th graders (optional)

### TECHNOLOGY

- **Headrush Project Software** - Headrush (project management) is a platform that allows students to plan, create, complete and report on their individual projects.
- **Presidential Primary Source Project** - students were able to participate in live, interactive video conference sessions held at presidential libraries from throughout the country on various topics for social studies credit and they set up the Polycom room system.
- **Computer Use** - Technology skills are strengthened daily as students use Chromebooks, laptops, a video editing computer, Google apps for education (email, documents, spreadsheets, etc.), and numerous free web resource tools.
- **Drone & Gimbal Use** - BBHCS students and staff use a DJI Phantom 3 drone and a DJI Ronin Pro gimbal to document and highlight projects.
- **Adobe Suite** - Many students use programs like Photoshop, Premiere Pro, and Illustrator for project products - especially on the video editing PC that Kyle built this year!

### LEADERSHIP

- **BBHCS as WRCCS Mentor School:** The Wisconsin Resource Center for Charter Schools (WRCCS) selected our school to mentor the iLead Charter School in Mauston, WI and Anthony Acres Charter School in Mondovi, WI. This involved Jenny Landes attending the fall conference, working with school improvement projects using Headrush learning software, meetings with

the school leader, WRCCS, and other mentor schools via video conference, attending a spring conference Development Day, and having their school leader visit the BBHCS via video conference. BBHCS students were also involved in video conferencing with staff and students from the two schools.

- **WRCCS Micro-Credential awarded** - After a lengthy process of identifying, organizing, creating a Prezi presentation, practicing with Gov. Board member, parent & administration the BBHCS was among the 1st in the state to be awarded a Micro-Credential for Academic Model (project based learning). Potential, new and existing charter schools will be encouraged to reach out to us for leadership and to spark ideas for their schools.
- **STEAM Literacy Helpers** - Jenny assisted elementary students (K-4) with STEAM activities that were related to a book in Mr. Jerry's Fab Lab. Due to the Covid-19 pandemic the BBHCS students were not able to be helpers as we tried to keep groups separated throughout the district.
- **Student-Led Clubs** - This year the students formed and led several clubs that earned elective credit for those involved: Cooking & Baking Club, Chess Club and Strategy Club.

### **CREATIVE THINKING**

- **Weekly Book Discussions** based on the book *7 Habits of Highly Effective Teens* by Stephen Covey. Reading, discussions and activities each week about how to create habits that will lead to success in school and in life.
- **Project Planning** - Students use driving questions and mind mapping to get their individual and school-wide projects o to a good start to ensure in depth learning.
- **"You Control" Video Creation** - BBHCS students chose a word and created dialogue and found video clips to describe how they are in control of those things. Ex. words, thoughts, future, actions, accomplishments, decisions, etc. and then Jenny put together a video to share on YouTube & Facebook.

### **SERVICE**

- **Bench Refinishing** - To kick o the school year the students repaired, planed, sanded, stained our 12-year-old benches (that were full of slivers!) so that we could use them for outdoor learning (during Covid-19).
- **Community Clean-Up** (Spring) - Students went around town to pick up garbage and weeds!
- **Barnebirkie Cross Country Ski Race** - BBHCS students and staff used the drone and gimbal to take video footage of this event which was held locally at the football field this year due to Covid-19.
- **Birchwood District Volunteer Banquet** - Canceled due to the Covid-19 pandemic. → **Purple Loosestrife Beetle Project** - Canceled due to the Covid-19 pandemic.

The BBHCS is looking forward to many more great years of creating unique learning opportunities as we constantly look to the future and keep changing and improving!

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### **TEACHER PROFESSIONAL DEVELOPMENT**

**EDUCATIONAL FOUNDATION GRANTS:** Jenny Landes wrote and received funding for grants for the ISN Conference, STEAM Literacy and Presenting Technology.

**BBHCS CHOSEN TO BE A WRCCS MENTOR SCHOOL for the 2nd year:** The Wisconsin Resource Center for Charter Schools selected our school to mentor the iLead Charter School in Mauston, WI. This involved Jenny Landes (BBHCS advisor) attending the fall conference, working with school improvement projects using Headrush learning software, meetings with the school leader, WRCCS, and

other mentor schools via video conference, attending a spring conference Development Day and summer conference, and having their school leader visit the BBHCS via video conference.

**COLLABORATION WITH OTHER SCHOOLS:** Administration and staff members from Solon Springs, Anthony Acres Charter School in Mondovi “visited” our school via Zoom to talk to staff and students about our charter school and how it operates.

**ISN NATIONAL CONFERENCE ON EDUCATIONAL INNOVATION:** Canceled due to the Covid-19 pandemic.

**WRCCS CONFERENCES:** Jenny attended, led discussions, and was a Zoom room host as well as attending numerous other sessions at the Development Day in April and at the two-day conference in July.

**EDUCATION BOOKS READ**

- Jenny read the book *Your Child’s Strengths* by Jenifer Fox (concepts to be used next year for advisory)

## **BBHCS STAR Reading Data Sheet 2020-21**

<u>Student</u>	<u>Fall Screen Date</u>	<u>Fall Scaled Score</u>	<u>Mid Screen Date</u>	<u>Mid Scaled Score</u>	<u>Plus/Minus Scaled Score</u>
<b>1</b>	9/10/20	1277	2/25/21	1313	<b>+48</b>
<b>2</b>	9/10/20	1334	2/26/21	1325	<b>-9</b>
<b>3</b>	9/10/20	911	2/25/21	898	<b>+191</b>
<b>4</b>	9/10/20	1326	2/25/21	1330	<b>+4</b>
<b>5</b>	9/10/20	507	2/25/21	706	<b>+199</b>

80% (4/5) of the BBHCS students increased their STAR Reading Scaled Score. 3 out of 5 (60%) increased by a significant amount! Student 2 had significant mental health issues during the school year. The 6th BBHCS student is not included due to lack of test results.

## BBHCS Reading Credit Completion 2020-21

STUDENT	# OF BOOKS Completed/# Needed	Credits Completed
1	8/8	100%
2	8/8	100%
3	8/8	100%
4	5/8	63%
5	6/6	100%
6	7/8	88%

4 out of 6 students (67%) completed the number of books that they needed to read for credit by the end of the school year and Student 6 was only one book away from completing credits. Student 4 plans on completing them during the summer.

## BBHCS STAR Math Data Sheet 2020-21

<u>Student</u>	<u>Fall Screen Date</u>	<u>Fall Scaled Score</u>	<u>Mid Screen Date</u>	<u>Mid Scaled Score</u>	<u>Plus/Minus Scaled Score</u>
1	9/10/20	831	2/18/21	887	<b>+87</b>
2	9/10/20	889	2/18/21	860	<b>-29</b>
3	9/10/20	682	2/18/21	746	<b>+138</b>
4	9/10/20	863	2/18/21	860	<b>-3</b>
5	9/10/20	740	2/18/21	738	<b>-2</b>

80% (4/5) of the BBHCS students increased or stayed the same (+/- 3) on their STAR Math Scaled Score.

2 out of 5 (40%) increased by a significant amount!

Student 2 had significant mental health issues during the school year. The 6th BBHCS student is not included due to lack of test results.

## BBHCS ALEKS Math Yearly Progress 2020-21

Custom Report: BBHCS 2020-21 Yearly ALEKS Report							
Template: Year Long Assessment Progress Report							
Date Range: [09/01/2020 - 06/21/2021]							
Instructor: Landes, Jenny							
Generated On: 06/21/2021 at 02:04 PM							
		Earliest Knowledge Check		Latest Knowledge Check			
Student Name	Class Name	Knowledge Check Date	Mastered (%)	Knowledge Check Date	Mastered (%)	Percent + or -	Completed
A	MS Math Course 3	09/11/2020	71%	06/03/2021	86%	15% +	X
B	MS Math Course 3	09/18/2020	69%	06/14/2021	86%	17% +	X
C	Algebra 2	10/15/2020	28%	04/27/2021	47%	19% +	
D	MS Math Course 3	09/18/2020	64%	04/19/2021	86%	22% +	X
E	MS Math Course 3	10/01/2020	52%	05/18/2021	80%	28% +	

100% of the BBHCS students that used ALEKS Math this school year (5/5 students) increased their progress assessment scores. (85% mastery = 1 credit/course completion)

# **Reading**

## **BVA Elementary STAR 360 Testing [2020-2021 Data]**

BVA elementary students averaged an increase of 64 on their scaled scores (SS) - this score tells us where the students are performing in relation to the standards. A scaled score is calculated based on the difficulty of questions and the number of correct responses. SGP stands for "Student Growth Percentile" and WI defines typical student growth as an SGP of 35-65 - so you can see that our students performed typical growth this school year.

## **BVA Elementary STAR 360 Testing [2020-2021 Data]**

Over 50% of BVA high school students showed growth proficiency on their scaled scores (SS) - this score tells us where the students are performing in relation to the standards.

# **Math**

## **BVA Elementary STAR 360 Testing [2020-2021 Data]**

BVA elementary students averaged an increase of 59 on their scaled scores (SS) - this score tells us where the students are performing in relation to the standards. A scaled score is calculated based on the difficulty of questions and the number of correct responses. SGP stands for "Student Growth Percentile" and WI defines typical student growth as an SGP of 35-65 - so you can see that our students performed typical growth this school year.

## **BVA High School K12 Learning Solutions**

100% of high school students who took a math class passed.

# **College Readiness**

## **BVA High School**

100% of BVA senior high school students met graduation requirements.

Student 1	Geometry A Geometry B	66% 79%
Student 2	Algebra 1 A Algebra 1 B	83% 95%
Student 3	Algebra 1 A Algebra 1 B	86% 94%
Student 4	Algebra 1 A Algebra 1 B	61% 64%
Student 5	Algebra 1 CR	62%
Student 6	Algebra 2 A	70%
Student 7	Practical Math A Practical Math B	60% 60%
Student 8	Consumer Math A	84%
Student 9	Algebra 2 A Algebra 2 B	94% 91%
Student 10	No Math Taken	
Student 11	Geometry A Geometry B	60% 62%
Student 12	Algebra 1 A Algebra 1 B	72% 66%



Erin Zemaitis' 2020/21 Assessment Data Sheet

Grade Level	Student Name	STAR Early Literacy				STAR RDG				Guided Reading Level				PALS		STAR Math			
		Beg of Year 2020	Fall 2020	Winter 2021	Spring 2021	Beg of Year 2020	Fall 2020	Winter 2021	Spring 2021	Beg of Year 2020	Fall 2020	Winter 2021	Spring 2021	Beg of Year 2020	End of Year 2021	Beg of Year 2020	Fall 2020	Winter 2021	Spring 2021
1	[REDACTED]	506	566	636	703					<A	C	F	ID	ID	167	279	377	477	241
1	[REDACTED]	788	706	751	874					C	D	F	ID	ID	293	335	377	477	419
2	[REDACTED]	530	633	695	713					A	D	F	ID	ID	259	355	291	419	419
2	[REDACTED]					217	354	366	365	L	L	N	T		420	428	516	571	571
2	[REDACTED]					392	361	592	539	Q	S	S	T		405	516	522	537	537
3	[REDACTED]	762	804			84	99	298	288	D	H	N	P		398	381	432	427	427
3	[REDACTED]	753				76	253	290	285	G	K	M	P		497	653	533	609	609
3	[REDACTED]					114	349	376	440	H	M	Q	P		405	402	488	498	498
3	[REDACTED]					253	353	538	475	N	O	Q	Q		484	503	622	498	498
3	[REDACTED]					375	562	506	536	Q	Q	Q	Q		574	585	685	704	704
3	[REDACTED]					441	507	603	610	T	T	T	U		562	596	602	633	633



Spring 2021 AGR Data:

<p>At the end of the fall semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.</p>	<p>At the end of the spring semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.</p>	<p>At the end of each semester: Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade 1&lt;-3.</p>
<p>See information under "Describe baseline growth for reading and math."  K reading</p>	<p>STAR Early Literacy scores ranged from 543-745 with 15/15 making gains (and two joining the class this spring with fall or winter scores). Spring PALS spelling scores showed scores of 17 sounds to 24 sounds with five students participating in daily interventions.</p>	<p>Class size reduction allows guided reading groups, individual reading groups, study of word lists, time to assess learners. A full time classroom aide was also hired to support the classroom.</p>
<p>See information under "Describe baseline growth for reading and math."  K math</p>	<p>15 students were assessed using number identification to 100. Scores ranged from 13/100 (a new student in April) to 100/100. Unit assessments ranged from 5/25 (again a new student) to 24/25.</p>	<p>Class size reduction allows small group and individual skill development along with a classroom aide working full time.</p>

<p>See information under "Describe baseline growth for reading and math."</p> <p>K Montessori Reading</p>	<p>STAR Early Literacy scores ranged from 492 to 862. Eleven students increased their scores since November, and four students decreased, Of the 4 students who decreased, one has an IEP and receives intervention. The other three have made significant gains, but when compared to other students on a national level their scores decreased. Fountis and Pinnell levels range from A - J. Five students are reading at a level A, two at a B, two at a D, one at an F, and one at a K. Significant growth since the Fall, as all of them started at a level A.</p>	<p>Class size reduction: one-to-one tutoring was practiced, in the Montessori learning environment, by the teacher and aides to reduce the achievement gap</p>
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<p>See information under "Describe baseline growth for reading and math."</p> <p>K Math Montessori</p>	<p>Informal assessments were used to record their growth in mathematic concepts and all 15 students have shown growth since he fall assessment.</p>	<p>Class size reduction: one-to-one tutoring was practiced, in the Montessori learning environment, by the teacher and aides to reduce the achievement gap</p>
<p>See information under "Describe baseline growth for reading and math."</p> <p>1<sup>st</sup> Reading</p>	<p>STAR early literacy scores ranged from 554-858 with 9/9 student increasing their scores. Median score was 740. One student took the Star Reading test and increased his score from 217 ti 421, Fountas and Pinnell scores ranged from D-Q with two students needing intervention. Word work scores ranged from 3/30 to 30/30 on Wonders assessments.</p>	<p>Class reduction allows for guided reading groups, word work, and language development. Students in need of intervention also receive Title 1 services</p>

<p>See information under "Describe baseline growth for reading and math."</p> <p>1<sup>st</sup> Math</p>	<p>Students given informal and formal assessments from Math Expressions. 8/9 students scored either 24/25 or 25/25 with one student scoring 16/25. On the final assessment, 2 of 9 students were not assessed with 7/9 scoring 10/25 to 23/25 with median score of 18/25.</p>	<p>Class size reduction provides ability to differentiate and modify as needed. Students not meeting expectations receive intervention time</p>
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<p>See information under "Describe baseline growth for reading and math."</p> <p>1-3 Montessori Reading</p>	<p>STAR Reading results show that all the students increased their scaled scores, with 10 out of 11 increasing by 100+ points. In the beginning of the year, 3 students were identified as needing urgent intervention. At the end of the year only 1 child was identified as needing urgent intervention. The average growth was 184 points. All students also made growth according to their Fountas and Pinnel levels. In the beginning of the year 7 students were below grade level, 6 of them indicated they needed urgent intervention. At the end of the year only 3 students remained below grade level, with two of those students approaching and only 1 identified as urgent intervention.</p>	<p>Class size reduction, Montessori curriculum, and morning aide.</p>
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<p>See information under "Describe baseline growth for reading and math."</p> <p>1-3 Montessori Math</p>	<p>1 1/1 1 students achieved growth in math according to their STAR 360 assessment. The average increase was 83 points on their scaled score.</p>	<p>Class size reduction, Montessori curriculum, and a morning aide</p>
<p>See information under "Describe baseline growth for reading and math."</p> <p>2<sup>nd</sup> Reading</p>	<p>inter: 5/12 students took STAR Early Literacy again in the winter and cores ranged from 667-842 with an average of 769. 10/11 students took STAR Reading in the winter with scores ranging 87-492 with an average score of 332. In February, Fountas and Pinnell reading scores ranged from an E-P.</p> <p>End of Year: No students took the Early Literacy assessment. 12/12 students took STAR Reading at the end of the year. Scores ranged from 98-504 with an average score of 321.</p> <p>The end of year Fountas and Pinnell reading scores ranged from a G-R.</p> <p>For this time of year in second grade students are reading below grade level, 2 students are reading at grade level, and 6 students are above grade level. I administered the PALS End of ear Assessment to all twelve students and 2/12 were identified as not meeting benchmarks.</p>	<p>Class reduction provides 1-1 and small group instruction. Students below any benchmark receive intervention and Title 1 services.</p>

<p>See information under "Describe baseline growth for reading and math."</p> <p>2<sup>nd</sup> Math</p>	<p>inter: Eleven students were given the STAR Math assessment. STAR scores in the winter ranged from 52-592 with an average score of 81.</p> <p>End of Year: Twelve students were given the STAR Math assessment. STAR scores at the end of the year ranged from 261-627 with an average score of 521 .</p>	<p>Class size reduction allows students to work at their level while the teacher differentiates instruction as needed and provides interventions</p>
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<p>See information under "Describe baseline growth for reading and math."</p> <p>3<sup>rd</sup> Reading</p>	<p>10/ 10 students tested on the STAR Reading Test ranged from 73- 642, with an average score of 408. 9 out of 10 students improved their STAR reading scores from the beginning of the school year (One student received special education for a specific reading disability). 100% of students showed improved leveled benchmarks on the F&amp;P Benchmark System.</p>	<p>Class reduction. Students receive small group instruction during guided reading time. Students in need of intervention also receive Title 1 services</p>
<p>See information under "Describe baseline growth for reading and math."</p> <p>3<sup>rd</sup> Math</p>	<p>10/ 10 students tested on the unit 4 Math Expressions Test with an average score of 80%. On the STAR Math assessment, scores ranged from 486- 582 with an average score of 533. Since the beginning of the school year, 9 out 10 students improved their STAR scores since the beginning of the year. (The one student out of ten scored significantly high on the first test).</p>	<p>Class reduction. All students attend whole group instruction by the classroom teacher. A special education paraprofessional assists individual students during independent practice.</p>